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ABSTRACT

This booklet presents plans for a regional, university-based teacher center that encompasses preservice and in-service teacher education and the dissemination of R&D (research and development) information. The efforts of the University of Toledo to conceptualize and begin implementation of such a center are described. It is stated that the university's first step was to find out what teachers and administrators needed or wanted; their next was to establish, alter or improve cooperative relationships with other groups who would share in the government of the center. Details about these steps are included. The booklet also highlights the possibilities of using educational technology for the design and implementation of a center and provides equipment and spatial specifications, which were derived from an analysis of facilities currently accommodating one or more teacher center functions. The booklet states that, as of June 1972, several decisions had to be made before the center could become operational; among them were decisions about the composition and decision-making role of the governing board, staffing matters, and client access. (LP/JA)

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FINAL REPORT

PLANNING A PROTOTYPE TEACHER CENTER FOR OHIO



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PLANNING A PROTOTYPE TEACHER CENTER FOR OHIO

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June, 1972

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TABLE OF CONTENTS

| | Page |
|---|------|
| LIST OF FIGURES | iii |
| Chapter | |
| I. THE PROBLEM OF EDUCATIONAL RENEWAL AND TEACHER CENTERS | 1 |
| Ohio | 4 |
| Toledo Area | 4 |
| The University | 5 |
| II. SURVEY OF TEACHER NEEDS AS PERCEIVED BY TEACHERS AND ADMINISTRATORS | 7 |
| Rationale for a Needs Survey | 7 |
| Sampling Plan | 9 |
| Teacher Perceptions | 10 |
| Administrator Perceptions | 13 |
| Summary | 16 |
| III. NEW INSTITUTIONAL RELATIONSHIPS AND COOPERATION FOR EDUCATIONAL RENEWAL AND TEACHER CENTER DEVELOPMENT | 19 |
| Case Study - Toledo Public Schools | 30 |
| Case Study - Diocese of Toledo | 32 |
| IV. EDUCATIONAL RENEWAL - TEACHER CENTERS AND THE NEW EDUCATIONAL TECHNOLOGY AND MEDIA | 37 |
| VI. SUMMARY AND IMPLICATIONS | 49 |
| APPENDIX | 52 |

LIST OF FIGURES

| Figure | Page |
|--|------|
| 1. Cooperative School Planning | 20 |
| 2. Preservice | 22 |
| 3. Inservice | 22 |
| 4. Preservice - Inservice | 23 |
| 5. Relations of Teacher Center to Preservice and Inservice Programs | 23 |
| 6. State Multiunit Management Team | 25 |

CHAPTER I

THE PROBLEM OF EDUCATIONAL RENEWAL AND TEACHER CENTERS

The development of educational renewal sites with attendant teacher centers is the culmination of a long series of efforts to deal effectively with the problem of educational change. It is no longer necessary to develop the argument for a massive reorganization of our educational effort. All of us are aware of the "future shock" impact of modern complexities. Few can deny that our simplistic approaches to complex issues can be seen, in retrospect, as a well meant repetition of Don Quixote's disastrous joust with the windmill monster.

Foray after foray against the forces of change have at last convinced us that the quick and easy one concept programs will not make a dent. No one innovation will be our Rosetta Stone and unlock the mysteries of the unknown. Inevitably, we educators have been forced to the realization that there can be no substitute for massive, comprehensive, arduous effort to study our problems, amass our total talent and resources and begin to apply them in a systematic, self conscious (evaluative) disciplined effort to redirect and revitalize our sagging educational institutions. Anyone who does not already know this has not yet recovered from a Rip Van Winkle concoction downed before Sputnik, before all the myriad innovations of the 50's and 60's.

It is easy to state and support the charge about the failure of simplistic solutions to the solving of complex problems. It is also relatively easy to state that educational change strategies should be conceived which effectively handle complexity. But saying these things will not make it so. What must be conceived are change strategies which fully recognize and encompass problem complexity. This is the challenge which educators have constantly failed in their sincere attempts to cope with educational change.

It is admittedly difficult to come to grips with a complex problem. The problem must be analyzed so that its parts are well known as well as the apparent inability of any of these parts to effectively mesh with each other in the operational whole. Having done this, the next effort involves the search and addition of new input to the total situation. Further analysis should then result in the development of an organizational theme around which a change strategy can be fashioned. The strategy finally settled on must involve the whole of the problem and simply not concern itself with one or a few of the parts needing attention.

What is called for is the use of systems analysis which constrains us to see education and the activities of educators as a whole, to recognize how the various functions of educational organizations and operations depend upon one another, and, finally, how a change in any one part can affect all of the other components in the system. As Robert Katz has so

well stated, "Recognizing these relationships and perceiving the significant elements of any situation, (an educator) should be able to act in a way which advances the overall welfare of the total organization."¹ While the validity of this situation is indisputable, the demands made by it on individuals seeking successful strategies to promote educational change are enormous. One has to conceptualize a very complex construct with thousands of variables and coordinate and control these variables to derive the maximum benefits from their interaction. The usual way that this is done is to develop models which aid the analyst in visualizing the components and their relationships. Model building results in the construction of symbol-like representations of a total system. At this point we need not go into the details of the systems approach which is a decision-making process. It must be noted, however, that the decision-making process contained in systems analysis involves the total system and includes all activities from identifying problems to the evaluation of the product of the decision. Thus, the complex and not simplistic answer to educational renewal is the utilization of the systems approach and model building in the promotion of realistic educational change. This is what should happen in every educational renewal center or site. The methods are well known or can be provided. The successful development of educational strategies is to place

¹Robert Katz, "Skills of an Effective Administrator," Harvard Business Review (January-February 1955), pp. 35-36.

all dimensions of educational improvement into the rationale of a systems approach to educational change which will always involve all dimensions of such change, substantive, instrumental, and organizational.

All of this being so, what are the implications for a renewal strategy and teacher center development for Ohio, Toledo area (representing a region of Ohio), and the University?

Ohio

The State Department of Education will prepare to concentrate present federally funded and most state funded (excluding of course the foundation programs supporting public schools) resources in the State on a State center for educational renewal and local renewal sites. In this effort the SDE needs to identify certain organizing elements around which to develop and operationalize the educational renewal thrust. At least two such organizing elements are the multi-unit school organization network and competency-based teacher education. Other organizing elements can also be identified and related to the multiunit plan and competency-based teacher education to form the skeletal structure on which to build the substance of the State renewal center.

Toledo Area

Using the same organizing elements identified in the state-wide renewal center, it will be necessary to plan and

establish regional teacher centers as rapidly as resources permit. One of these in time will certainly be assigned to the Toledo area in Northwest Ohio. The substance (participants, facilities, etc.) of the regional site will vary with local needs and local resources but the observance of the same organizing elements will permit the use of improved management information systems to determine progress toward state-wide and regional priorities.

The University

Because of its interest in the organizing elements and its experience with them, The University of Toledo will undertake to support either or both of the types of renewal sites suggested by the preceding brief comments. Such relationships already exist in a rudimentary form through the research and development support system created for the state-wide multiunit network and the many regional urban ties through the College Center for Educational Research and Service, the multiunit league, the Washington portal school and the Martin Luther King, Jr. School off-campus teacher education program in Toledo. These ties can be the nucleus upon which to build the framework for either a State or a regional renewal site.

Recognizing full well the new meaning of parity, The University of Toledo acknowledges the pre-eminent role of its other partners in the move toward educational renewal. However, it is our position that no other institution can

approach the degree of readiness or flexibility needed to launch a completely altered type of educational organization. It is our purpose to make this resource and our experience available throughout the renewal program, but we recognize a primary responsibility to support the initial efforts with our best efforts and most experienced talent. Accordingly, we propose to enter into joint efforts with either the SDE and/or regional planners to help make Ohio and its regional or urban areas leaders in the new, comprehensive educational consortia aimed to develop totally the concept of educational renewal.

This document is the narrative of our efforts to conceptualize a teacher center to serve the area and the state. It has a regional orientation since it is our belief that different situations mandate different strategic and different organizational arrangements. We first assessed needs, then established structural networks. The remainder of the report describes some needed resources and suggests next steps.

CHAPTER II

SURVEY OF TEACHER NEEDS AS PERCEIVED BY TEACHERS AND ADMINISTRATORS

Rationale for a Needs Survey

An admonition from the USOE on teacher center planning was that new models, at least new delivery systems, for teacher inservice education should be considered. Our response to this point of view was both observational and empirical.

Early in the course of the project and on educational missions other than those financed by this grant, three members of the project staff visited teacher centers in Great Britain and one member also saw a Japanese center. (These persons were Drs. Thomas Gibney, Richard Saxe and George Dickson.) The international origins and operations of teacher centers have been discussed in the literature and need no further treatment in this report. The impressions from the visits which were the most telling were: (1) The success and activity of the center had much to do with the energy and leadership of the warden (director); (2) Classes and activities covered a wide gamut of educational concerns even to the establishment of social clubs; (3) Organizational ties were complex with teacher involvement considerable and university connection minimal;

(4) Community participation was not a feature; (5) Resources and impetus in England came originally through the Nuffield Foundation but centers are now funded through Local Education Authorities; (6) They handled practically all of inservice education and more so for elementary than secondary teachers; and (7) Centers were understaffed, personnel worked long and hard hours, and they operated on "financial shoestrings" by our standards. It was clear that overseas teacher centers were interesting but that their experiences would likely not be of great assistance to the conceptualization of the American variety.

Traditionally, in the United States inservice programs are conducted through a university or the central office of a school system. However, a more important question and certainly an antecedent one to delivery systems is, "What are the teacher needs that can be served by inservice programs?" As a starting point for the Teacher Center Project, a relatively short questionnaire was constructed and distributed to samples of teachers and administrators of member school systems of the Center for Educational Research and Services at The University of Toledo. The questionnaire, (a copy of which appears in the Appendix of this report) dealt with the following topics: inservice needs, methods of inservice, location for inservice, a rating scale for past inservice, comments on the teacher center, and demographic information. Since brevity

was important to encourage response, topics covered were, for the most part, structured into check list or rating response forms. The questionnaires for teachers and administrators were parallel with appropriate changes in wording.

When a needs assessment is to be conducted, any of a number of approaches could be utilized. In this case it was decided to secure the perceptions of those most directly involved. Since inservice is a function involving more than teachers, it was necessary to secure the perceptions of administrators as well as those of teachers. If the principal and other administrators are to be, in fact, instructional leaders in their schools and school systems, their perceptions of teacher needs are relevant.

Sampling Plan

Two types of sampling plans were used for selecting teachers to respond to the questionnaire. In small systems, a 12.5 percent or a one in eight systematic, random sample was selected from the teacher population. In larger systems cluster sampling was used, in which the school was used as the cluster unit. Clusters were selected at random and, of course, all teachers of a selected cluster were asked to respond to the questionnaire. The elementary and secondary teacher populations were separated for the selection of the sample. In some systems cluster sampling was used for the elementary sample and systematic sampling for the secondary

sample. The number of schools in a system determined the type of sampling plan used. A teacher population of approximately 4500 teachers in Northwest Ohio was sampled.

There was no sampling in the administrator population but all administrators were asked to respond to the questionnaire. A population of 476 administrators was surveyed. An administrator was defined as a central office staff member, including superintendents or principals and vice principals. The administrators were in the same school systems as the teachers surveyed.

The total number of questionnaires sent in the teacher survey was 577 with 400 usable returns. Thus, the rate of return for teachers was 69.8 percent. There were 476 administrator questionnaires sent with 253 returned for a return percentage of 53.1. All results must, of course, be based on returned questionnaires. In no case are we inferring that questionnaires returned comprise a random sample of those sent.

Teacher Perceptions

Detailed results of the survey are reported in Tables 1-8 in the Appendix. The tabular data are provided for all teachers as a group. There were also two sets of teacher subgroups considered: elementary (k-8) - secondary (9-12) teachers and less experienced-more experienced teachers. (Five years and less and more than five years determined the two groups of the later dichotomy.)

Summarizing the data in Tables 1-4, the following generalizations can be made:

I. Elementary teachers were more interested in the following topics than were secondary teachers:

Individualized learning procedures

Materials and programs for gifted students

Materials and programs for slow learners.

Secondary teachers were more interested than elementary teachers in the following topics:

Increased sophistication in their content area

Evaluating new curricular materials.

II. When rating inservice arrangements in terms of effectiveness, the only significant difference was that secondary teachers rated university classes for credit as more effective than did elementary teachers.

III. When evaluating possible locations for inservice activities, secondary teachers considered the university a much more effective site than did elementary teachers.

IV. When rating past inservice experiences, secondary teachers considered courses taken at a university much more effective than elementary teachers thought them to be. Similarly, elementary teachers as a group preferred on-site work with a professor (not a formal class) more than secondary teachers.

The trend emerging in this analysis seems to be that elementary teachers prefer inservice dealing primarily with

teaching method or "the student." Secondary teachers tend to prefer inservice dealing with content area or "the subject."

The second dichotomy for purposes of analysis was made on the criterion of teaching experiences. Examining these data reveals that:

I. The less experienced teachers were more interested in the following areas than were the more experienced teachers:

Behavior modification

Materials and programs for slow learners.

More experienced teachers were more interested in the following topics:

Preparing behavioral objectives

Evaluating new curricular materials

Audio-visual equipment and other recent educational media

Evaluating student achievement.

II. When rating various inservice arrangements in terms of their effectiveness less experienced teachers preferred university classes for credit more than experienced teachers. The latter group on the other hand valued the following more than the less experienced teachers:

Cooperative, informal contact with peers

Cooperative activity with other teachers with university leadership.

III. When evaluating possible locations for inservice activities, less experienced teachers favored the university more often than did more experienced teachers.

IV. Considering past inservice experiences, the more experienced teachers rated university courses taken at a university and courses within the school system conducted by school system staff more favorably than the less experienced teachers.

Administrator Perceptions

The results of the administrator survey were reported as a single group, that is, various subgroups of administrators were not identified. Obviously, there are far fewer administrators than teachers, and certain subgroups of administrators such as superintendents, have few members. Administrators rated "Individualized Learning Procedures," as the most valuable inservice topic for teachers, followed by Teacher Self-appraisal, Evaluating Student Achievement, and Behavior Modification, in that order. Writing federal proposals was considered the least valuable inservice topic.

Inservice arrangements indicated that assistance from central staff on a one-to-one basis was considered most effective, followed by cooperative activity with university leadership. Cooperative activity with the university through research grants was considered least effective.

Administrators believe the school to be the most desirable location for inservice, with the university less desirable of present arrangements. However, a location neither in the school system nor at the university was considered least desirable. The ratings of past inservice programs followed a similar pattern as that of desirability of location. On-site work with a university professor was rated most effective while courses taken at the university were considered least effective.

Upon comparing the administrator survey results to the results of the teacher survey some predictable yet interesting results were noted. While the two groups tended to agree on the rating of various inservice needs, administrators rated behavior modification, preparing behavioral objectives, and teacher self-appraisal as more valuable than did teachers. Conversely, teachers were more interested in materials and programs for slow and gifted students and audio-visual equipment and other recent educational media.

Considering the evaluation and possible inservice arrangements, teachers rated cooperative informal contact with peers higher than did the administrators. Administrators, considered assistance from central staff on a one-to-one basis more effective than did teachers.

The teacher and administrator rankings of possible locations for inservice were the same with two exceptions:

the administrators ranked the central office as third and the university as fourth. This was reversed for teachers.

The evaluations of past inservice showed the teachers rating university courses taken at a university, second, courses within the school system conducted by school system staff, fourth. The administrators reversed this order.

As might be expected, the open-ended questions elicited a variety of response, much of it not directly oriented to the question. What teachers and administrators alike perceive is that the inservice component of a teacher center must be structured in the context of present available agencies: the central office, the school, the university. The types of activities that they want conducted cluster around the content and methods of teaching. The orientation is toward increasing professional competence, certainly a commendable general goal. But in the survey very few specific suggestions were offered. Only one specific suggestion was made for planning a teacher center and that was that the center should be developed, operated, and controlled jointly by public school and university personnel.

Because of considerable teacher and administrator interest in the survey and its results and the need for further university - school personnel discussions on renewal and teacher center matters, the project staff sponsored an Educational Renewal Dissemination Conference on April 28, 1972. A copy of the conference program appears in the Appendix.

The conference was invitational and attended by approximately 200 educational and community leaders in Northwest Ohio involving all groups or organizations which conceivably could be connected with a teacher center operation. Presentations were made on the present concept and situation of educational renewal and teacher centers in the United States, the results of the project survey of teacher and administrator needs, the developing, working educational relationships of the broad educational community, and delivery systems and possible networks for use with teacher center operations. The highlight of the meeting was an address on educational renewal and teacher centers by Dr. Allen Schmieder of the United States Office of Education. The conference plan allowed considerable time for audience participation and discussion. Topics were well-covered and reactions, comments and opinions freely given and noted. Consensus opinion of the meeting was that it was most useful both for dissemination and also as a further survey sounding board for needs assessment.

Summary

What can be useful in the findings of the surveys for the planning of a teacher center? One use that could be made after a center has been established is to consider some of the specific results as a guide to arranging activities. However, for planning purposes, the following generalizations can be identified:

1. Teachers and administrators alike perceive inservice in a context with which they are familiar. Certainly a teacher center may have a "new" organizational structure but it must be in tune with the expectations of its clients. Therefore, the activities for inservice should be extensions, modifications and continuations of present activities.
2. It is a fallacy to make the inherent assumption that all present inservice is ineffectual. A variety of arrangements that are used are perceived to have merit. Expansion of the on-site in the school inservice seems warranted, especially at the elementary level, and this inservice should involve different types of personnel including university staff.
3. Teacher center operation should be a joint effort between public school, including teachers, and university personnel. Control would appear to be a minor factor as long as needs are being met. Data about other sub-groups (viz, business and community) need to be secured.
4. There is considerable agreement between teacher needs as perceived by teachers and administrators. Certainly the differences in the positions can readily be reconciled. Planning for teacher centers can and should involve both groups, and no radical structure that would exclude either group is necessary nor feasible.
5. A variety of inservice activities should be available for teachers. One natural point of division between major emphasis of activities would seem to be between elementary and secondary teachers. Another apparent division is that of years of experience. This later division although dichotomized in the survey, is obviously a continuum. Accordingly, inservice with a given group over extended period, say several years, might well follow a sequential change pattern.
6. Any structure that a teacher center might take should be a logical extension of present university-public school arrangements that have come about. This point relates back to the first generalization above. A quantum jump might put both university and school personnel in such a state of confusion that recovery would be slow

at best. This is not to say that no change can come in future structure. However, that structure might better be the result of evolution than revolution.

The above generalizations are at best guidelines within which the development of teacher centers can take place. They relate only to the inservice needs of teachers and they are inferred from the empirical results of the survey. We recognize that there are other questions to ask of different populations.

CHAPTER III

NEW INSTITUTIONAL RELATIONSHIPS AND COOPERATION FOR EDUCATIONAL RENEWAL AND TEACHER CENTER DEVELOPMENT

Our present conception of a regional teacher education center is an institution charged with the responsibility of facilitating the implementation of Individually Guided Education in the Multiunit Schools of Ohio (IGE/MUS) and competency-based teacher education (CBTE).

The regional teacher education center has a dual role. First it must fulfill the role of implementer and reeducator in schools where IGE/MUS and CBTE are initiated. Second, it must provide a preservice program to prepare the teachers needed by multiunit schools and CBTE efforts. The regional center will dispense information about IGE/MUS and CBTE. This will be through releases to the public media, newsletters, personal appearances at schools, and through conferences such as a clue-in-conference or advanced unit leaders conference, principals conferences, etc. The regional center will disseminate information from other groups such as I/D/E/A of the Kettering Foundation and the R & D Center of the University of Wisconsin to the local school districts. The materials particularly will be used to help local school personnel

decide upon their commitment to IGE and to help them design an implementation plan. Materials from the Wisconsin R & D Center can also be utilized for the same purposes. Materials that are now available in the Reading and Mathematics areas can be field tested in the local districts with consultant help from the regional teacher education center and the Ohio Department of Education (SDE).

Figure 1 illustrates the cooperative school planning possible through a teacher education center. The figure does not imply that equal involvement would occur from each group. It does imply that open communications would always be available among the various groups.

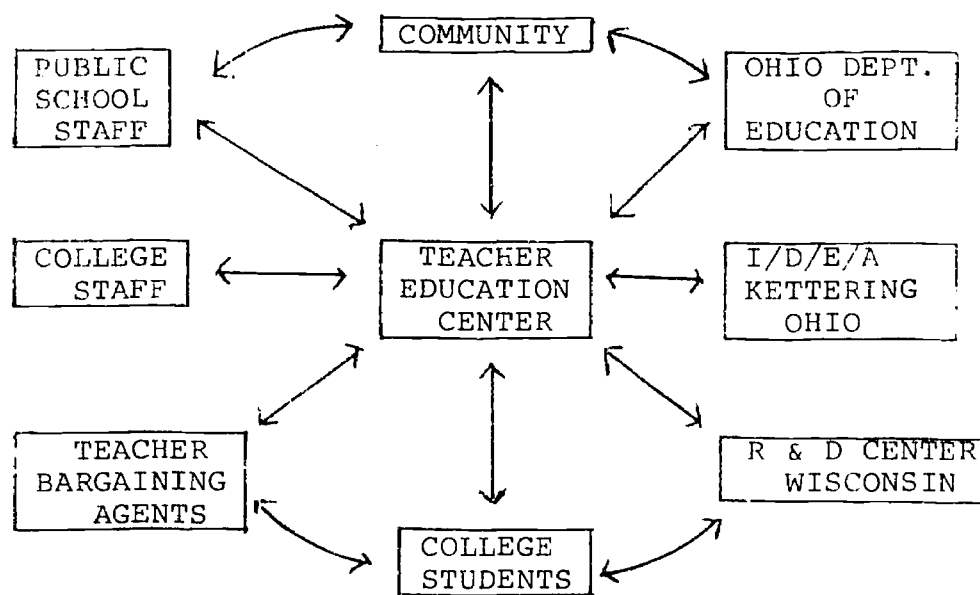


Figure 1. Cooperative School Planning

The second major role of the regional center is to educate prospective elementary teachers using a CBTE approach in the competencies necessary to function effectively in the multiunit school. This will require the restructuring of classroom roles with the addition of differentiated staffing, team planning, instructional programming for the individual student, shared decision making, and open communication.

The preservice and inservice programs currently conducted at the University of Toledo are illustrated in Figures 2 and 3 respectively. As Figure 2 shows, the cooperative work of the Center for Educational Research and Services (CERS) and the Division of Curriculum and Instruction has been articulated through the Multiunit School for Teacher Education (MUST) Committee to produce a field oriented undergraduate preservice program. Professors from the Division of Curriculum and Instruction have been assigned as facilitators in each of five multiunit schools and have also worked with CERS during their involvement with preservice and inservice responsibilities. Figure 3 pictures the relationship of CERS in inservice activities with Toledo and other school districts in the area.

Figures 4 and 5 present the new structure that will occur with the involvement of a regional education center. These elementary-school-based teams of college professors will be formed with each team responsible for one-third of the undergraduates majoring in elementary education. Each teacher

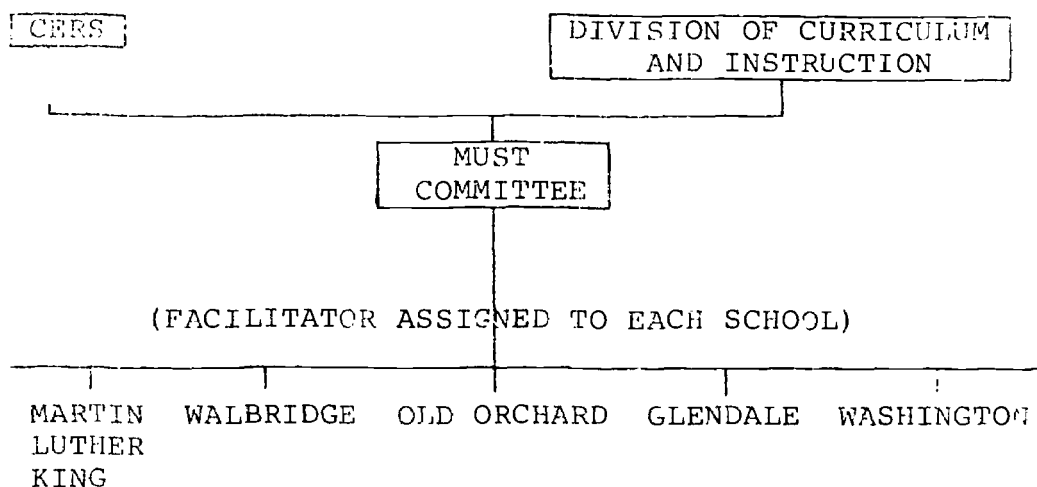


Figure 2. Preservice

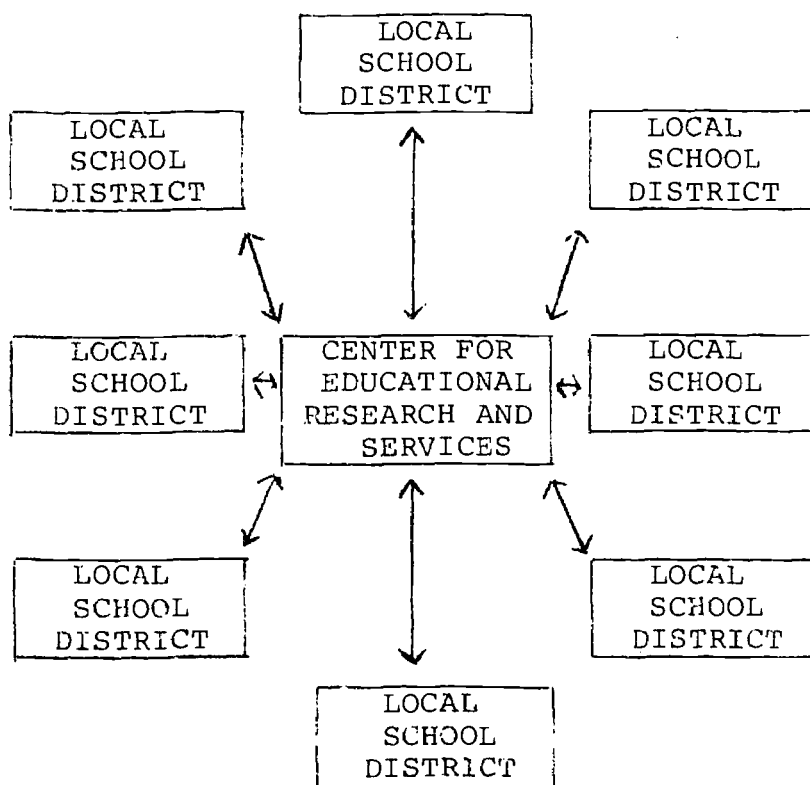


Figure 3. Inservice

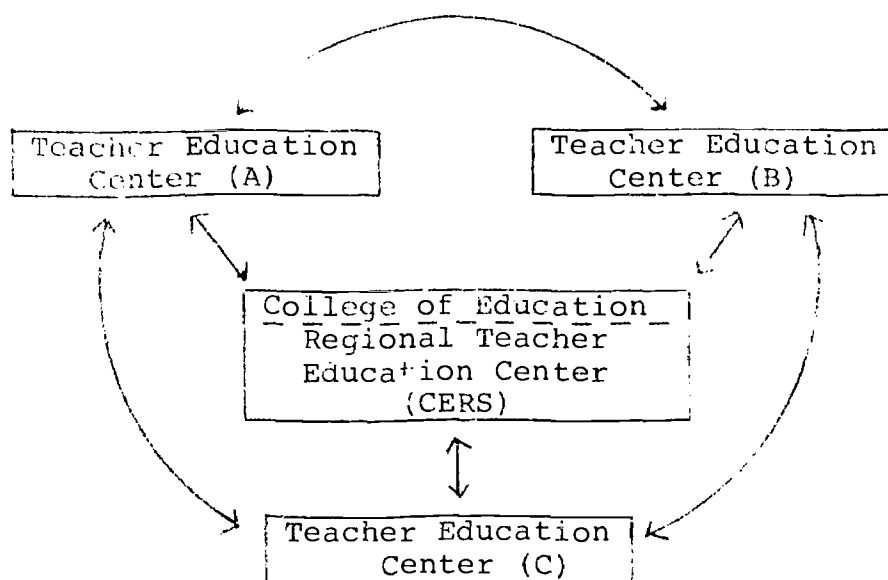


Figure 4. Preservice - Inservice

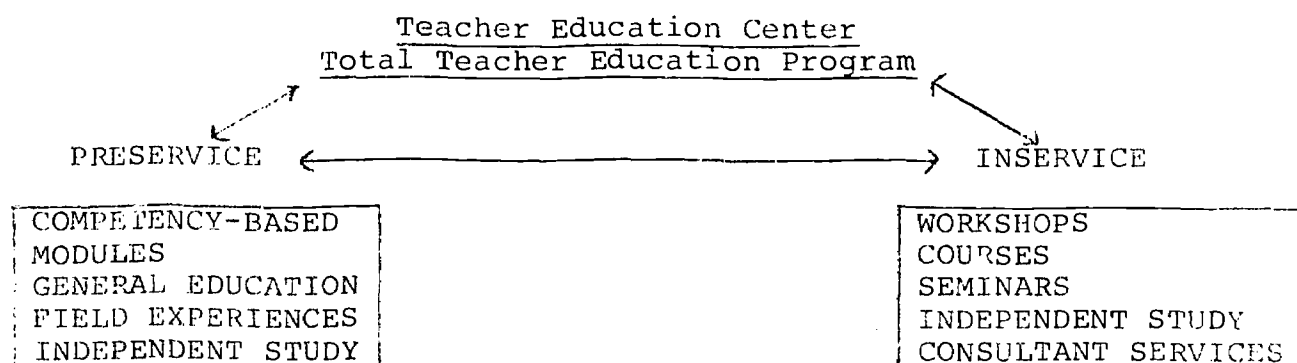


Figure 5. Relations of Teacher Center to Preservice and Inservice Programs

education center will involve six to ten elementary schools, six to eight college professors, and two hundred fifty to three hundred undergraduates. (A similar organizational and operational pattern is being planned for secondary undergraduate teacher education.) The College of Education will become the

unifying regional teacher education center for the three centers with CERS continuing its role with an inservice emphasis. Figure 5 presents an overview of the preservice and inservice components of the teacher education program.

It is the responsibility of the regional teacher education center to incorporate multiunit philosophy, objectives, and processes in the preservice program so that its products (graduates) are able to function effectively in a competency-based teacher education program.

The regional teacher education centers and the Ohio State Department of Education (SDE) have worked closely in several roles. Figure 6 illustrates the joint efforts of four state universities and the SDE during a USOE grant for the "Planning for a Statewide Network of Multiunit Schools, Competency-Based Teacher Education and Performance-Based Teacher Certification" in Ohio. It is anticipated that three additional universities, Cincinnati, Akron, and Miami will join the four universities listed in Figure 6 in the implementation efforts of IGE/MUS during the 1972-73 academic year. The SDE will design an evaluation model for the multiunit schools and the regional centers will monitor the evaluation. The SDE will establish and coordinate communication links among the regional centers both within and without the state and with generic agencies. Each regional center will have the responsibility to provide accurate and up to date data for the communication system. Also, materials banks will be housed in

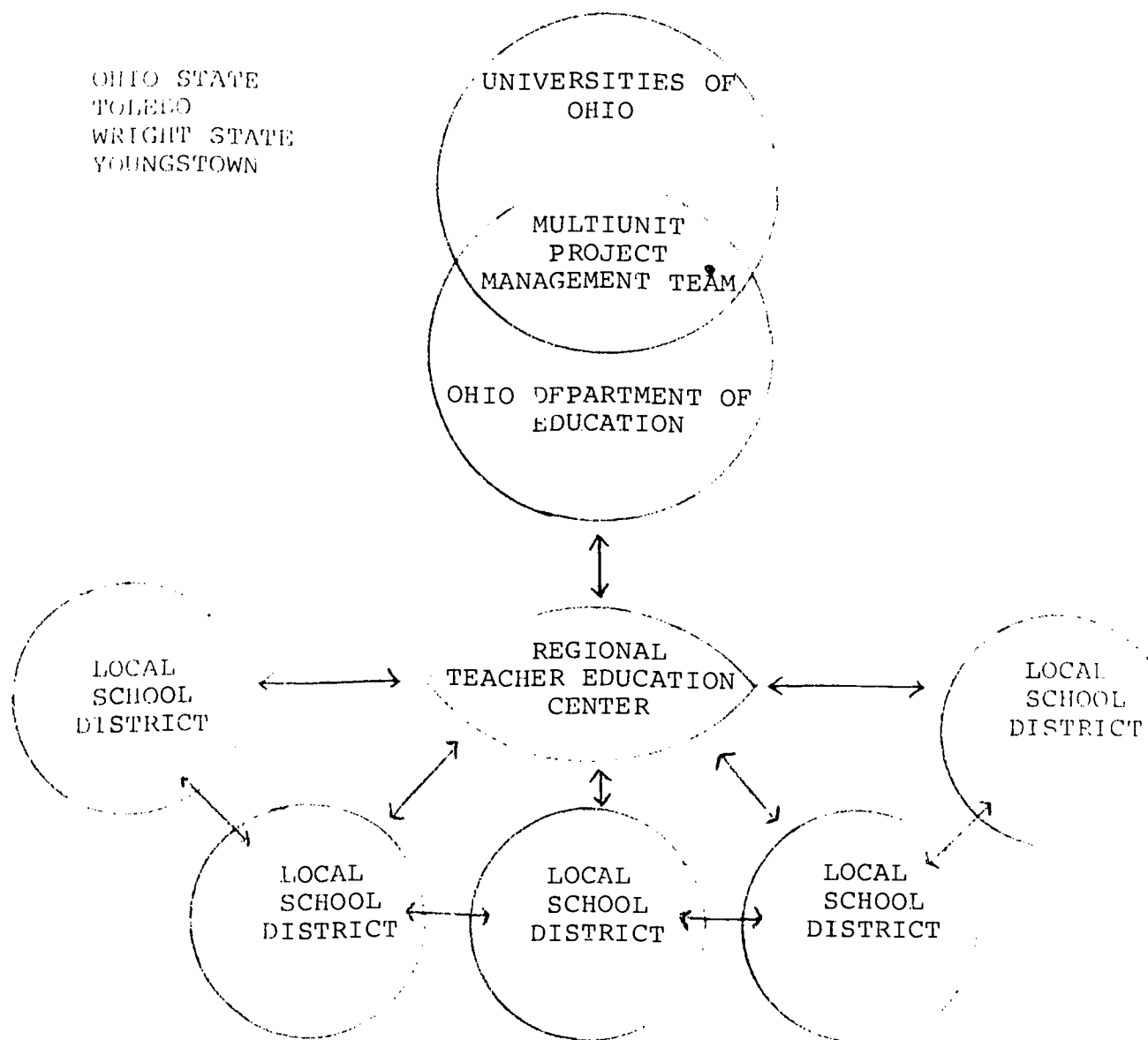


Figure 6. State Multiunit Management Team

the Regional Teacher Education Centers in coordination with the central materials bank located with the SDE.

It should be clear that teacher centers are designed to promote change. They are subject to a variety of stresses and strains not unlike any other organization. This is particularly noticeable when attempts are made by an initiating

organization to transpose an innovation to other groups. In this sense personnel from the College of Education of The University of Toledo cooperate with groups of people from school systems, universities, county school offices, state, national and private organizations. University personnel working in concert with the aforementioned groups have created delivery systems to prepare and disseminate information about teacher centers. It should be underscored at the outset that the development of the teacher center concept is premised upon concurrent and convergent creation and implementation of multiunit schools in Ohio. The teacher center then becomes the vehicle for change whereby teachers can solve daily problems associated with instruction, teaming and a host of other issues.

The type of change model in this delivery system is characterized by Chin² as an intersystem. An intersystem is, in essence, a synthesis between a structured systems model and evolutionary developmental models. An intersystem change model is illustrated by the following postulates:

1. Change is controlled and induced.
2. The change is induced by a change agent.
3. Goals are established through a collaborative process.
4. Intervention is determined by perceived need.
5. The goals of the intervention are improvement.
6. The change agent is active now.

²Robert Chin, "The Utility of System Models and Developmental Models for Practitioners." Appearing in The Planning of Change (2nd. Ed.), Warren G. Bennis, Kenneth D. Benne and Robert Chin (eds.). New York: Holt, Rinehart and Winston, 1969, 297-312.

The remainder of this report will focus on those groups and individuals within organizations which implement the delivery systems. In the immediate Toledo area the Center for Educational Research and Services (CERS) in the College of Education serves as change agent. The center functions in the following ways to provide local school districts with assistance in developmental efforts.

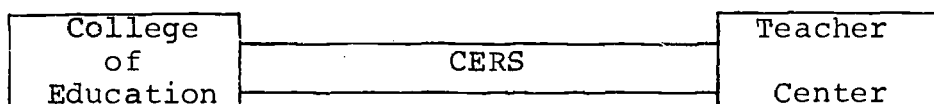
1. Support for teacher centers
2. Proposals (Title III)
3. Research and evaluation services
4. Facilitator in MUST schools
5. Specialized workshops
6. Off-campus courses
7. Seminars
8. Consultant services

Finally, the center serves as liaison for the College with other organizations such as school districts, educational associations, the SDE and private agencies.

Examination of the services indicated above offers evidence that the characteristics of the intersystem model can be actualized within the college and operationalized by the center. For example, a Metropolitan League of Multiunit Schools has already been formed and funded by a Title III grant. Six school districts will pool their resources and work through a center located in a Toledo school. CERS assembled the school district representatives for proposal writing and will continue to provide personnel and consulting services. The League center will have a director and another individual charged with developing curriculum resources. Three professors will be on the staff. A feature of the League will be the provision of teacher-to-teacher inservice coordinated by the director.

It would appear that as the League center develops it might provide the impetus for a teacher center with numerous activities. CERS has the potential of providing a variety of workshops, mini-courses, seminars as well as "regular" courses on an academic credit basis or non-credit--whatever the teacher center needs to develop a relevant inservice program.

In a simplified form CERS provides a bridge which makes available to a teacher center the services which the college is able to provide.



The everyday needs of the teacher center are met by school personnel employed there but they need the assurance of knowing that college resources are no further away than the telephone. Indeed, they will often be in the school building.

The creation of a viable delivery system suggests a careful delineation of individual roles. In some instances it might mean variations of existing roles; e.g., principal; or the creation of new roles; e.g., materials center director. Existence of open lines of communication can facilitate whatever effort is being planned. At present, a principal can call CERS to ask for a particular kind of service. This might be as simple as requesting a brief visit by a consultant to solve a problem within a team, or as complicated as sitting down to

plan a long range curriculum development project. In a multiunit school the principal's role has already been re-defined to the extent that he is more aware of inservice needs through his Instructional Improvement Committee (I.I.C.). He will need to respond to recommendations from that group in respect to in-school needs and he needs to know where immediate assistance is available.

Central office personnel might have similar concerns as the principal but it appears that they would be less apt to get involved with short term projects. More likely, the need to develop proposals for special funding would occupy a portion of their time. The Title III project has a superintendent from one district and at least one assistant superintendent in regular attendance at meetings of the steering committee. Such individuals are crucial in any delivery system because they are decision makers and can expedite change now as the intersystem suggests.

Perhaps the key person in the entire system is the team leader. This individual is in a position to identify teacher needs and transmit this information to the principal through the I.I.C. A teacher center can utilize the talented team leader to conduct inservice programs for large or small groups of teachers. The team leader has always had the obligation to conduct inservice within the team but has not received the training to prepare for this task. The university is working to alleviate this deficiency through team leader

workshops sponsored by the Wisconsin R & D Center. At the present time a team leader is able to plan cooperatively with the university facilitator working in a particular school.

Case Study - Toledo Public Schools

The university facilitator departs from older stereotypes which depict a university professor as one who "stays in the 'Ivory Tower'." From an unpublished paper entitled "Reminiscences of a University Facilitator" by Dr. John Ahern of the University of Toledo staff the following excerpts illustrate what this role entails:

"Teachers told us that when universities attempt to change public schools they make unrealistic demands and give little other than advice; that university personnel deal with abstractions and assume there is no need to translate their ideas into lesson plans and that the teachers are turned off by witty criticism of public school practices. The teachers also told us that they believed undergraduates should have early involvement with children and that professors should have constant involvement with children.

"But, if we professors want to have an impact on schools--and if we want to establish a partnership with the public schools in the preparation of teachers, we have to obtain the trust of the teachers. This may mean convincing them of both our 'humanness' and our commitment to them and their problems. Convincing teachers that we, too, are teachers and that we enjoy working side by side with them would seem to be a prime task of those individuals who wish to become affiliated with teacher centers."

Ahern further recommends that a principal who acts as a change agent is necessary to reinforce the facilitator - teacher relationship. He suggests also that procedures for reinforcing teachers are imperative. Among these are:

1. Encouraging the teachers to pursue graduate training. Teachers receive additional compensation for having a master's degree, which is often postponed out of a fear of failure and the unknown. A university facilitator can 'facilitate' the teachers' applications and registration forms. Today virtually everyone on the staff of two faculties (where Dr. Ahern serves as a facilitator) is in a graduate program.

2. Teaching graduate courses off campus. We taught three graduate courses that focused on the needs of the school: Revising the Curriculum, Utilizing Student Teachers, and Creating Individualized Learning Activities. These were not summer workshops but rather courses taught within a two year period. Because of the length of our tenure, we knew the staff well enough to know their needs.

3. Providing student teachers. Another way we found to reward teachers and promote change was to use student teachers. Each quarter, we assigned one or more student teachers to each team. The reward was not only financial. This was clearly secondary. The student teacher provided the manpower needed to implement small group instruction and the one-to-one learning mode.

4. Providing the staff with professional recognition. During the times of anxiety associated with the change process, it helps to know that others appreciate your efforts. A facilitator must give his staff visibility. We arranged for two teachers to have articles published describing their activities.

Another toured the state talking to faculties of colleges of education. Others have served as paid and unpaid consultants to other school districts. The faculty has been featured in a video tape as well as a sound filmstrip distributed by the College of Education of the University of Toledo.

5. Personalizing inservice. Other than the graduate courses, all inservice was done using small group instruction. In a multiunit school, each unit is provided with planning time during the school day. We used this time to present new programs and techniques. This meant that since we were working with only one unit our "class" consisted of only three to five people. Thus, we were able to focus on specific needs.

Alternative strategies present themselves in bringing about meaningful change. The preceding case study concerned changing school organization and then involving teachers in curriculum revision. However, the Toledo Diocesan Model represents the converse--changing curriculum first, then moving toward organizational revision.

Case Study - Diocese of Toledo

The Catholic Diocese of Toledo schools decided in late 1970 to reorganize their curriculum for grades one through eight. This decision was based on the rationale that individualized instruction and quality programs would help justify the continued operation of the parochial schools.

Because of the structure and semi-autonomy of each parish elementary school, the Diocesan decision centered upon

changing curriculum rather than developing new staffing or physical arrangements of classrooms. The Diocese made no explicit statements regarding the use of the multiunit school, self-contained classrooms, or the open school. Instead, the Diocese decided to develop competency-based curriculum guides.

The competency-based guide is organized on the basis of concepts, goals, instructional objectives (both performance and experience), suggested teaching techniques, suggested student learning activities, a recommended evaluation format to assess student learning, and a list of possible resources. The assumption was that by developing such a guide with accompanying pretests and post-test and including a variety of new methods and materials, teachers could better determine student needs and develop individually guided education regardless of the classroom setting.

An inservice program was developed which provided participants with skills in assessing and writing competency-based curriculum. Following the course, the decision was made by the university and Diocese to work cooperatively on a curriculum development program. Sister Mary Lawrence was appointed Curriculum Program Director; Dr. Leonard was appointed University Coordinator. These two individuals, in cooperation with seven Diocesan subject matter consultants, were given the prime responsibility to develop and field test the curriculum materials. The development of the curriculum guides and inservicing of the Diocesan faculties necessitated a five-year program.

The Diocesan consultants immediately organized teachers, administrators, and other interested individuals in the Diocese to write competency-based curriculum guides in specific subject areas. Teachers were contacted and assigned to various subject matter groups. These groups included social studies, language arts-reading, math, art, music, and guidance. To keep the program operating smoothly, the consultants and the groups had frequent scheduled meetings. The focus of these meetings was to keep consistency of format and style in the curriculum guides. The groups immediately began writing competency-based modules. The curriculum consultants were assigned the task of inservicing all teaching faculties in the Diocese regarding competency-based instruction. It was felt that if the curriculum guides were to be used by teachers, teachers themselves should do the writing, revising, and testing of the guides. While the teachers were writing the guides, they were teaching and testing their materials in the classroom.

During late winter and early spring of 1972, the University of Toledo conducted a practicum in competency-based instruction for the combined subject matter groups under the direction of Drs. Leonard and Utz. The thrust of this course was to enable the groups to criteria reference the curriculum guides, put learning modules in sequential order, and develop an evaluation system to field test selected modules in the Diocesan schools during the 1972-73 school year. Also, during Spring 1972, university staff subject matter specialists

with competency-based skills were assigned to work with each of the subject matter groups. The university personnel, working cooperatively with Dr. Leonard, were assigned the task of helping the subject matter groups in the Diocese to select the modules for field testing and help each group develop the procedures for the evaluation of the modules. The university specialists were also asked to evaluate both the concepts, objectives, activities, and resources which were suggested in the guides.

The plan for the Fall of 1972-73 is to field test these selected modules and evaluate them by teams that will consist of the classroom teacher, school principal, Diocesan subject matter consultant, and university subject matter specialists. A standardized format will be used, and the preliminary results will go to supervisory evaluation teams. Preliminary findings will be reviewed and recommendations will be made to the curriculum groups regarding procedures for the revisions.

For the remainder of the 1972-73 school year, the curriculum groups, using the results of the field testing, will revise the curriculum guide modules before release to the schools beginning in the Fall, 1973. At the end of that year, the guides will be further revised. The five-year goal is not intended by the Diocese to mean that revision will end at that time. It is hoped that the guides will then be in an acceptable format. Because of the continuation of the evaluation committees and the use of the module format, the revision of the modules will be on-going as new research and materials demand.

In conclusion, the teacher center must be whatever local needs dictate. However, the center director needs to be able to call into service the resources of a variety of organizations such as a university or school district. Communication networks between these varied organizations need to be coordinated so that resources can be delivered when needs arise.

Prerequisite to the success of a teacher center is a commitment to change. Too many teachers and administrators have yet to understand that the professional must keep abreast of changes in the field and that these changes can be implemented based upon local needs. The teacher center can be the vehicle for on-going inservice which will result in more meaningful educational programs for children through a willing acceptance of the notion that change is ubiquitous.

We have presented two episodes in some detail to make the point that the teacher center is more a network of relationships and communication, more a process than a physical entity per se. We believe that these relationships now exist but that the teacher center concept will organize, enhance, and perpetuate the cooperative problem solving, service functions shared by all concerned with education.

CHAPTER IV

EDUCATIONAL RENEWAL - TEACHER CENTERS AND THE NEW EDUCATIONAL TECHNOLOGY AND MEDIA

Ten years ago, research by Silvern indicated there was about a forty year delay between the detection of discontinuities created by improper education, and corrective change in the academic environment.³ While awareness of this distressing lag tended to mobilize both education and government on many fronts, for the most part processes and tools for dealing more quickly with these discontinuities have had their own problems of acceptance. The "rediscovery" of the new educational technology as a means for shortening the time between the discovery of a discontinuity and its correction in education has had some application, and even greater promise. Inherent in the new educational technology is the systematic application of various technologies to the solution of educational problems. Integration of the new technology and media demand intense, prolonged and detailed advanced planning.

In recent years the focus in education has begun to shift from its primary concentration on preservice training of educators to the re-training of educators. Inservice programs are not new. Moreover, many of them incorporate the same

³Leonard Silvern, Systems Engineering in the Educational Environment. Hawthorne, March 1, 1963.

discontinuities they hope to resolve. As Henry Brickell has said, "our greatest barrier in improving education will be our own loyalty to the inadequate organization and arrangements which exist today."⁴ Nevertheless, the systematic application of educational technology and its tools to the inservice training of educators has great promise. While the following recommendations are only a beginning, they do illustrate the possibilities of educational technology for the design and implementation of teacher centers.

The teacher center complex as viewed by the College of Education at The University of Toledo, will serve area educators in a variety of ways. The following list illustrates the broad categories:

- a. To provide ready access to a broad collection of print and non-print resources,
- b. to provide consultation on school and school district problems,
- c. to provide a variety of learning experiences (credit and non-credit) ranging from individualized instruction through workshop or institute experiences,
- d. to provide access to production materials, and equipment, that permit public school educators to create their own instructional materials,
- e. to provide an evaluation service for public school educators (includes instruments for evaluating educators as well as students),
- f. to provide model demonstrations of teaching techniques and practices (simulated and real),

⁴See, Henry M. Erickell, Organizing New York State for Educational Change. (Albany, New York: State Education Department, 1961).

- g. to provide up-to-date information about educational trends relevant to local school needs,
- h. to keep the public school educator informed about the ways in which the teacher center may help him,
- i. to provide a print and non-print information, or materials, search to serve a particular instructional objective of a public school educator,
- j. to help develop a strategy for gaining acceptance of innovative instructional processes in the public school educator's school or district.

The effective and efficient operation of a teacher center capable of serving the ten functions listed above requires a differentiated staff possessing, minimally, skills in the following areas:

- a. instructional systems
- b. production of print and non-print media
- c. curricular development
- d. information storage, and retrieval of print and non-print instructional software
- e. learning and motivational techniques
- f. evaluation
- g. diffusion of innovations

Organizationally, the teacher center would require at least five major divisions; a management center, a consultation center, a resource center, a production center, and a learning center. The Management Center would be responsible for coordinating, supervising, and administering all activities within the teacher center. The Consultation

Center would deal with specific instructional or educational problems requiring expertise not normally available in the schools. A major function would be to analyze, and clarify the perceived problems. Such analysis and clarification would provide the consultants with data to recommend specific individual or school utilization of the teacher center components for the solution of problems as simple as providing a teacher with some skill, or as complex as devising a new curriculum. The Resource Center would make available a wide variety of print and non-print instructional resources appropriate for public school use. Its major feature would be an efficient information storage and retrieval system capable of effectively handling both print and non-print media.

A Production Center would serve as a training area for those educators needing to practice and learn instructional media production skills, and for production of print and non-print instructional materials by professional staff and inservice educators. A key division of the teacher center would be the "learning center." It is here that a broad array of knowledge and skills important to re-training of educators inservice, would be taught. This would necessarily have to be accomplished through a variety of strategies, incorporating new educational technologies. Study groupings would include: independent study, seminars, tutorial sessions, workshops and institutes. But the means for providing the instructional stimuli and feedback to the learner would vary from the direct

interaction between the educator inservice and a computer program.

To serve the five divisions within the teacher center organization would require a physical facility that would meet space requirements for eight functions. Specific area requirements would have to be provided for: graphics production, photographic production, self-instruction, simulation (television, film, games, etc.), information storage and retrieval, print and non-print preview and evaluation, media equipment operation, and media management services. The latter would probably be combined with the Management Division of the teacher center.

The variety of media and media systems that would be included to serve the learning division functions are: video systems, slide/tape combinations, 16mm and 8mm instructional film systems, teaching machines, visual projection systems, audio systems, computer interface systems (terminals, etc.), information storage and retrieval systems, and remote control systems.

This section provides more detailed specifications for the equipment and spacial needs of the teacher center. The specifications are derived from an analysis of currently operating facilities which are dealing with one or more of the functions necessary for operation of a center. The specifications are minimal, but represent basic equipment and spacial needs. More importantly, they were selected because

they can be expanded without elements becoming obsolete. While spacial and equipment requirements and specifications are categorized by division, it is understood that there is overlap in use of equipment and space among the divisions. Where certain obvious requirements are not specified under one of the five divisions, it is understood that they will be sharing equipment or space listed under another division. The following specifications represent our recommendations for the proposed teacher center in the College of Education.

A. Management center

1. General

- a. all secretarial areas have non-glare 100 foot-candle desk level lighting

2. Office manager area

- a. separate office (400 sq. ft.) separate but adjacent to secretarial space
- b. double pedestal desk with swivel chair
- c. one wall of adjustable shelving
- d. one, 4-drawer letter file and one, 2-drawer letter file
- e. manager's secretarial area (120 sq. ft.)
 - 1) part of pool but adjacent to manager's office
 - 2) double pedestal desk (one) with phone
 - 3) typing pedestal (one)
 - 4) one, 4-drawer letter file cabinet and one, 2-drawer letter filing cabinet
 - 5) secretarial chair and telephone and electrical outlet

3. Secretarial areas

a. main secretarial pool

- 1) 3 work areas, 150 sq. ft.
- 2) 3 single-pedestal typing desks
- 3) 3 chairs

- 4) each station to have electrical outlet
- 5) adjacent to lounge and manager's office as well as reception area and waiting area for clientele

4. Reception area

- a. 200 sq. ft.
- b. one PBX station with desk and chair
- c. one single pedestal desk and chair
- d. accessible from three (3) sides
- e. bounded by counter on three sides with counter containing twelve (4) letter size filing cabinets and two legal size two (2) drawer adjustable shelving cabinets with locks
- f. reception area adjacent to pool and waiting area

5. Waiting area

- a. adjacent to reception area
- b. 300 sq. ft.
- c. ten (10) upholstered bucket chairs

6. Storage area

- a. adjacent to secretarial area
- b. 150 sq. ft. in square shape
- c. all walls lined with adjustable floor-to-ceiling shelving as well as center area of shelving
- d. door (dutch) to secretarial area as well as door to outside loading area
- e. one electrical outlet, unobstructed shelving

7. Project area (120 sq. ft.)

- a. space for one secretary
- b. separate but adjacent to secretarial pool
- c. one (1) one-pedestal table and chair

B. Consultation center

1. Group Consulting area

- a. 400 sq. ft.
- b. furniture

- 1) three (3) 3' x 6' formica, wood-grained
 - 2) bucket lounge chairs (20)
 - 3) stacking straight chairs (20)
 - 4) four (4) floor lamps
 - 5) one (1) chalkboard 4' x 8'
 - 6) two (2) end tables
 2. Consulting booths (40 sq. ft. ea.) or 240 sq. ft.)
 - a. six (6) booths
 - b. one (1) 2' x 2' table
 - c. two (2) upholstered bucket chairs
 - d. one (1) 24" x 30" folding table top (hinged) from wall
 - e. one (1) table lamp
 3. Waiting area
 - a. 200 sq. ft.
 - b. adjacent to secretarial-reception area
 - c. four (4) upholstered bucket chairs with end tables
- C. Resource center
1. General
 - a. carpeted
 - b. located adjacent or close to the following areas:
 - 1) early childhood center
 - 2) math education laboratory
 - 3) science education laboratory
 - 4) special education area
 - c. this area is considered a "hub" used as a resource by students, faculty, and inservice teachers
 2. Resource center
 - a. located at the core of the Instructional Materials Center
 - b. preferably an open space, circular or octagonal in shape
 - c. 2400 sq. ft. total area
 - d. charge out desk located in center - semi-circular in shape approximately 20' long

- e. individual use equipment storage room located behind charge out desk-- about 200 sq. ft.
 - f. two offices (125 sq. ft. each) located behind charge out desk for director and assistant
 - g. bookshelves 9' high on entire perimeter except at entrances
 - h. card catalogs, lounge furniture, tables and chairs, and periodical racks in remainder of space
3. Study carrel area - 580 sq. ft.
- a. can be located along halls which partially encircle or lead to resource center
 - b. each carrel occupying 20 sq. ft. - 25 carrels needed
 - c. each carrel equipped with electrical outlets and individual lighting
4. Staff resource room
- a. 700 sq. ft.
 - b. bookshelving on perimeter
 - c. lounge type furniture
- D. Production center
1. Production center
- a. 1500 sq. ft.
 - b. darkroom
 - 1) base cabinets - along walls
 - 2) 110 sq. ft.
 - 3) space for two (2) enlargements
 - 4) two sinks with temperature control plumbing
 - 5) long tables for work surface
 - 6) cabinet, 4' x 4', with adjustable shelves
 - c. Work area
 - 1) spaces for drawing boards
 - 2) Diazo space, vented (and/or copying equipment)
 - 3) cupboards
 - 4) space for polaroid copy camera
 - 5) 10' of base cabinets with one stainless steel sink

- 6) 14-16 cu. ft. refrigerator - no freezer section
 - 7) located adjacent to resource center
 - 8) provides a place for students to work on models, bulletin boards, displays, etc.
 - 9) equipped with hand tools, work benches, small power tools
2. Television and film production studio (1200 sq. ft.)
 - a. higher than normal ceiling
 - b. provisions for two cameras
 - c. technology is changing rapidly and complete specifications will be drawn up just before the architectural phase

E. Learning center

1. Learning area (2000 sq. ft.)
 - a. independent area
 - b. terminal outlets
 - c. open area
 - d. carpeted
 - e. carrels: wet, 100, in perimeter, terminal outlets
2. Small group and lecture areas
 - a. small type
 - 1) (8) areas: (2) for video/observation; (2) for video only
 - 2) 300 sq. ft. per unit, 1 at 500 sq. ft.
 - 3) carpeted and soundproof
 - 4) seating capacity for 10
 - 5) trapezoidal tables--need for two sets, older and younger children
 - 6) storage area for unused furniture
 - 7) areas separated by flexible walls
 - b. large type-lecture area - (1,749 sq. ft.)
 - 1) capacity of 100

- 2) student response equipment and scanner at lectern
 - 3) continuous tables, staggered elevations, area carpeted; flexible seats
 - 4) rear screen projection (capable of multi-screen projection)
 - 5) controlled lighting at lectern
 - 6) provisions for overhead projector and screen
 - 7) behind-the-screen tracks for media equipment controlled for lectern
 - 8) lectern equipped for internal recording
 - 9) "down lights" with controls at lectern
3. Programmed instruction preview area (CAI)
- 250 sq. ft.
 - a. seating for 8-10
 - b. rear-view screen for film, slides, videotape, and TV
 - c. no windows - controlled ventilation
 - d. down lights
 - e. ordinary seats
 - f. located near office and supply or material depot
 4. Computer assistance instruction area (120 sq ft.)
 - a. telephone computer terminal outlets
 - b. initially four (4) spaces - expandable to eight (8)
 - c. specification for console and atmospheric control to be evaluated
 - d. separate room, accessible to hall
 - e. specific hardware to be selected at a later date
 5. Microfiche form film viewing room
 - a. 280 sq. ft.
 - b. subdued lighting

While it is clear that such equipment and spacial requirements can be met by modifying an existing facility, or facilities, ideally, to make maximal use of the powerful educational technologies available, a facility needs to be

specially designed around the teacher center functions explicated here, and in other chapters of this work. Plans to accomplish this are well in progress. They will be reviewed in the final section of the report.

CHAPTER VI

SUMMARY AND IMPLICATIONS

This report has been concerned with an attempt to deal with the changing needs of teacher education. In so doing it was necessary to deal with important issues more directly the province of the public schools. Similarly, it was also necessary to deal indirectly with other matters more particularly the province of a community or group of citizens. This interrelatedness is both the promise and the problem of the developing teacher center. The promise comes from the synergistic effect of combining the efforts of several partners in a common effort. The problem is, of course, the need to reconcile very real differences which could delay or even prevent important progress.

Admittedly, much remains to be done before the teacher center becomes fully operational. The relationships with the organized teachers institution and the community are far from perfect. They will require additional study before their roles in the teacher center become operational. Other relationships--those with local school districts and the SDE--are operational and improving with practice.

The effort toward a teacher center has followed a logical progression which is deceptively simple. We first surveyed needs and resources. We then established, altered,

or improved channels of communication to secure entree to the needed field-based laboratory for teacher education and inservice training. This led to the formalizing of cooperative relationships which we perceive as the essence of the embryo teacher center. The place of the Toledo Teacher Center in a state and national network awaits the development of these projects from Washington and Columbus. Our regional effort will, of course, proceed regardless of state and national priorities. However, initial planning with Columbus is in progress. A brief survey of source of the physical necessities of our center has been attempted. These efforts suggest the order of future events.

A site for the Toledo center has been secured. It consists of 12,000 square feet to be available in the near future in the old University Library. Plans for media centers, learning centers, and materials centers are being coordinated to form the site and the nucleus of the teacher center. A floor plan of the space for the center is in the Appendix.

The composition and decision-making role of an advisory or governing body needs to be planned and negotiated. We assume that community and teacher association representatives will wish to join university and school district delegates on such a body.

The entire matter of staffing as well as client access needs to be determined. As soon as budgetary arrangements

are predictable, these issues can be addressed.

Much remains to be done. Much has already been accomplished. There is agreement on the need for a center and sincere interest in cooperating to make it viable. A conference of potential clients of the center found agreement on most substantive issues by all parties except the head of the teachers union.* Individual teachers repeatedly demonstrate their desire to cooperate with the center development, and there is sufficient support to anticipate an improvement in the attitude of the elected union representative.

The University based center will soon be a reality. The relationships between off-campus satellite centers have been established. What remains to be done involves establishing a bank of materials and perfecting a delivery system. This must be preceded or accompanied by the political action needed to legitimate the new institution and its modus operandi.

* The teachers association groups are in agreement.

APPENDIX

1. Survey Form
2. Tables of Findings
3. Floor Plan of Teacher Center
4. Educational Renewal Dissemination Conference Program

TEACHER CENTER PROJECT

Questionnaire for Teacher Survey

I. Inservice needs

To help us determine the inservice needs of teachers in the Toledo area, please rate each inservice topic as follows:

- 1 = very interested
- 2 = somewhat interested
- 3 = not interested

- _____ Increased sophistication in your content area
- _____ Teacher self-appraisal
- _____ Behavior modification
- _____ Individualized learning procedures
- _____ Materials and programs for gifted students
- _____ Preparing behavior objectives
- _____ Evaluating new curricular materials
- _____ Utilizing new curricular materials
- _____ Materials and programs for slow learners
- _____ Writing federal proposals
- _____ The teacher as a classroom administrator
- _____ Audio-visual equipment and other recent educational media
- _____ Evaluating student achievement
- _____ Interpreting research on education
- _____ Philosophical basis for educational programs
- _____ Other topics - please specify _____

II. Methods of inservice

Please rank from 1-9 (1 - most effective, 9 = least effective) each inservice arrangement or program in terms of its effectiveness.

- _____ university classes for credit
- _____ specially constructed classes at the university which may or may not be given for credit
- _____ assistance from central staff on a one-to-one basis
- _____ assistance in your classroom from university personnel
- _____ assistance in your classroom from central staff
- _____ cooperative, informal contact with peers
- _____ cooperative activity with other teachers with university leadership

Teacher Center Project Questionnaire

_____ cooperative activity with the university
through research grants

III. Inservice Location

Please rank 1-5 (1 = most effective, 5 = least effective) each possible location for inservice activities in order of the effectiveness of each.

_____ the university
_____ central office
_____ your school
_____ within your classroom
_____ a location that is neither within your school
system nor at the university.

IV. Past Inservice

Considering your inservice experiences of the past, please rate those with which you have had involvement.

| | Excel- lent | Good | Fair | Poor | Explanatory Comments (use other side of paper if necessary) |
|--|----------------|------|------|------|---|
| A. University courses taken at a university | | | | | |
| B. Courses within your school system taught by university personnel | | | | | |
| C. On site work with a university professor, not a formal course | | | | | |
| D. Courses within your school system conducted by school system staff | | | | | |

Teacher Center Project Questionnaire

V. The federal government has requested help in designing what they term a 'Teacher Center,' the function of which is to provide more effective inservice education. This Center need not be operated solely by a university nor a school system; it can be a combination of both. Please (a) describe ways in which such a facility ought to be organized, and (b) describe what you think ought to be the function of such a facility.

(a)

(b)

VI. To help us in more effectively identifying specific needs of particular groups of teachers, please complete the following question.

- A. Age at last birthday _____
- B. Sex (M or F) _____
- C. Years of teaching experience
0-2 _____ 3-5 _____ 6-10 _____ over 10 _____
- D. Undergraduate degree
University of Toledo _____
Other _____
- E. Grade level taught _____
- F. If secondary, subject area _____

APPENDIX

TEACHER CENTER PROJECT

Questionnaire for Administrator Survey

1. Inservice Needs

To help us determine the inservice needs of teachers in the Toledo area, please rate each inservice topic as follows:

- 1 = very valuable
2 = somewhat valuable
3 = not valuable

- _____ Increased sophistication in a content area
- _____ Teacher self-appraisal
- _____ Behavior modification
- _____ Individualized learning procedures
- _____ Materials and programs for gifted students
- _____ Preparing behavioral objectives
- _____ Evaluating new curricular materials
- _____ Utilizing new curricular materials
- _____ Materials and programs for slow learners
- _____ Writing federal proposals
- _____ The teacher as a classroom administrator
- _____ Audio-visual equipment and other recent educational media
- _____ Evaluating student achievement
- _____ Interpreting research on education
- _____ Philosophical basis for educational programs
- _____ Other topics - please specify _____

II. Methods of Inservice

Please rank from 1 - 8 (1 = most effective, 8 = least effective) each inservice arrangement or program in terms of its effectiveness.

- _____ University classes for credit
- _____ Specially constructed classes at the university which may or may not be given for credit
- _____ Assistance from central staff on a one-to-one basis
- _____ Assistance in the classroom from university personnel
- _____ Assistance in the classroom from central staff
- _____ Co-operative, informal contact with peers
- _____ Co-operative activity with other teachers with university leadership

_____ Co-operative activity with the university
through research grants

III. Inservice Location

Please rank 1 - 5 (1 = most effective, 5 = least effective) each possible location for inservice activities in order of the effectiveness of each.

- _____ The university
- _____ Central office
- _____ The school
- _____ Within the classroom
- _____ A location that is neither within the school system nor at the university.

IV. Past Inservice

Considering your inservice experiences of the past, please rate those with which you have had involvement.

| | Excel- lent | Good | Fair | Poor | Explanatory Comments (use other side of paper if necessary) |
|--|----------------|------|------|------|---|
| A. University courses taken at a university | | | | | |
| B. Courses within your school system taught by university personnel | | | | | |
| C. On site work with a uni- versity professor, not a formal course | | | | | |
| D. Courses within your school system conducted by school system staff | | | | | |

V. Organization and Function of Teacher Center

The federal government has requested help in designing what they term a 'Teacher Center', the function of which is to provide more effective inservice education. This Center need not be operated solely by a university nor a school system; it can be a combination of both. Please (a) describe ways in which such a facility ought to be organized and (b) describe what you think ought to be the function of such a facility.

(a)

(b)

VI. Please complete the following information so that we will be able to describe the administrator survey.

- A. Age at last birthday _____
- B. Sex (M or F) _____
- C. Years of experience in professional education
0-2____ 3-5____ 6-10____ over 10____
- D. Undergraduate degree
University of Toledo _____
Other _____
- E. Position
(1) Principal or Vice-Principal _____
(2) Supervisor _____
(3) Superintendent _____
(4) Central Staff Administrator _____

Table 1. Teachers' ratings of inservice topics by percent of respondents in each category.

| T O P I C | R A T I N G | | | Mean* |
|---|-----------------|---------------------|----------------|-------|
| | Very Interested | Somewhat Interested | Not Interested | |
| Individualized learning procedures | 71 | 25 | .04 | 1.32 |
| Evaluating student achievement | 61 | 33 | .06 | 1.42 |
| Utilizing new curricular materials | 60 | 34 | .06 | 1.44 |
| Materials and programs for slow learners | 64 | 23 | 13 | 1.50 |
| Materials and programs for gifted students | 60 | 29 | 11 | 1.51 |
| Audio visual equipment and other recent educational media | 44 | 46 | 10 | 1.65 |
| Behavior modification | 46 | 41 | 13 | 1.66 |
| Evaluating new curricular materials | 42 | 45 | 13 | 1.70 |
| Increased sophistication in your content area | 44 | 40 | 16 | 1.71 |
| Teacher self-appraisal | 37 | 54 | .09 | 1.71 |
| Preparing behavioral objectives | 22 | 50 | .28 | 2.06 |
| The teacher as a classroom administrator | 23 | 45 | 32 | 2.09 |
| Interpreting research on education | 12 | 46 | 42 | 2.29 |
| Philosophical basis for educational programs | 10 | 40 | 50 | 2.40 |
| Writing federal proposals | .07 | 20 | 73 | 2.66 |

*Mean ratings in all these tables are only used in a position sense and should not be interpreted as those of interval scale data. The smaller the number, the more interested teachers are in the item.

Table 2. Teachers ratings of possible inservice arrangements or programs in terms of effectiveness (listed from most effective to least effective (1 - 9) by percent of respondents making each rating.

| PROGRAM | EFFECTIVENESS RATING | | | | | | | | | |
|--|----------------------|-----|-----|-----|-----|-----|-----|-----|--------------|------|
| | most (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | least (9) | Mean |
| Cooperative informal contact with peers | 28 | 16 | 14 | .09 | 10 | .07 | .05 | .07 | .03 | 3.54 |
| Cooperative activity with other teachers with University leadership | 18 | 21 | 15 | 12 | 13 | .07 | 10 | .03 | .02 | 3.68 |
| Specially constructed class at a uni- versity (credit and non-credit) | 19 | 16 | 15 | 14 | 10 | .08 | .08 | .07 | .04 | 3.94 |
| Assistance from central staff on a one- to-one basis | 14 | 12 | 19 | 12 | 15 | 10 | .06 | .04 | .07 | 4.20 |
| University classes for credit | 21 | 12 | 10 | .08 | 14 | .05 | 13 | .09 | .07 | 4.40 |
| Assistance in your classroom from central staff | .09 | .09 | 13 | 17 | 16 | 10 | 10 | .07 | .09 | 4.82 |
| Assistance in your classroom from university personnel | 10 | .08 | 12 | 14 | 17 | 12 | 10 | .08 | .09 | 4.90 |
| Cooperative activity with the univer- sity through research grants | 10 | 11 | 13 | .08 | 11 | .06 | 12 | 10 | 10 | 5.18 |

Table 3. Teachers' ratings of possible locations for inservice activities by percent of respondents checking each rating of effectiveness from most (1) to least (5) effective.

| LOCATION | EFFECTIVENESS RATING | | | | | |
|--|----------------------|-----|-----|-----|--------------|------|
| | Most (1) | (2) | (3) | (4) | Least (5) | Mean |
| Your school | 51 | 34 | 11 | .02 | .02 | 1.70 |
| Within your classroom | 38 | 21 | 16 | 11 | 14 | 2.43 |
| The university | 16 | 17 | 28 | 22 | 17 | 3.08 |
| Central office | .08 | 16 | 27 | 28 | 22 | 3.40 |
| A location that is neither within your school system nor at the local university | .05 | .07 | 15 | 21 | 52 | 4.10 |

Table 4. Teachers evaluations of past inservice programs in which they were personally involved by percent of respondents checking each rating.

| PROGRAM | EFFECTIVENESS RATING | | | | Mean |
|---|----------------------|-----|-----|-------------|------|
| | Excellent (1) | (2) | (3) | Poor (4) | |
| On site work with a university professor (not a formal course)* | 26 | 50 | 18 | .06 | 2.05 |
| University courses taken at the university* | 25 | 47 | 21 | .07 | 2.09 |
| Courses within your school system taught by university personnel* | 21 | 47 | 27 | .05 | 2.17 |
| Courses within your school system conducted by school system staff | 16 | 43 | 29 | 12 | 2.44 |

*The ratings of the first three of these four categories are so closely grouped that it is not reasonable to conclude that there is any substantive difference between them in terms of their effectiveness.

Table 5. Administrators ratings of inservice topics listed from most valuable (1) to least valuable (3) by percent making each rating.

| T O P I C | V A L U E | | | Mean |
|---|-------------|-----|--------------|------|
| | Most (1) | (2) | Least (3) | |
| Individualized Learning Procedures | 78 | 19 | .03 | 1.25 |
| Teacher Self Appraisal | 71 | 27 | .02 | 1.39 |
| Evaluating Student Achievement | 67 | 29 | .03 | 1.37 |
| Behavior Modification | 62 | 34 | .04 | 1.41 |
| Utilizing New Curricular Materials | 59 | 39 | .02 | 1.43 |
| Preparing Behavioral Objectives | 49 | 46 | .05 | 2.57 |
| Evaluating New Curricular Materials | 45 | 50 | .05 | 1.60 |
| Materials and Programs for Gifted Students | 43 | 52 | .05 | 1.63 |
| Materials and Programs for Slow Learners | 43 | 47 | 10 | 1.67 |
| Audio-visual Equipment and Other Recent Educational Media | 36 | 53 | 11 | 1.75 |
| Increased Sophistication in a Content Area | 27 | 61 | 12 | 1.85 |
| The Teacher as a Classroom Administrator | 30 | 47 | 23 | 1.94 |
| Interpreting Research on Education | 18 | 57 | 25 | 2.08 |
| Philosophical Basis for Education Programs | 23 | 44 | 33 | 2.11 |
| Writing Federal Proposals | .07 | 26 | 67 | 2.58 |

Table 6. Administrators ratings of possible inservice arrangements in terms of effectiveness (listed from most effective to least effective) by percent or respondents making each rating.

| INSERVICE ARRANGEMENT | EFFECTIVENESS RATING | | | | | | | |
|--|----------------------|-----|-----|-----|-----|-----|-----|--------------|
| | Most (1) | (2) | (3) | (4) | (5) | (6) | (7) | Least (8) |
| Assistance from Central Staff on a one-to-one basis | 24 | 16 | 17 | 12 | 10 | 9 | 5 | 7 |
| Cooperative activity with other teachers with university leadership | 18 | 19 | 15 | 13 | 10 | 10 | 12 | 3 |
| Specially constructed classes at the university which may or may not be given for credit | 20 | 17 | 12 | 15 | 10 | 11 | 12 | 3 |
| Assistance in the classroom from Central Staff | 13 | 16 | 19 | 15 | 12 | 11 | 11 | 3 |
| Cooperative, informal contact with peers | 15 | 17 | 12 | 12 | 15 | 13 | 8 | 9 |
| Assistance in the classroom from University personnel | 9 | 14 | 15 | 15 | 14 | 16 | 10 | 6 |
| University classes for credit | 12 | 11 | 10 | 11 | 12 | 8 | 13 | 22 |
| Cooperative activity with the University through research grants | 7 | 10 | 11 | 10 | 9 | 9 | 16 | 29 |
| | | | | | | | | Mean |
| | | | | | | | | 3.48 |
| | | | | | | | | 3.71 |
| | | | | | | | | 3.78 |
| | | | | | | | | 3.86 |
| | | | | | | | | 4.93 |
| | | | | | | | | 4.30 |
| | | | | | | | | 4.84 |
| | | | | | | | | 5.40 |

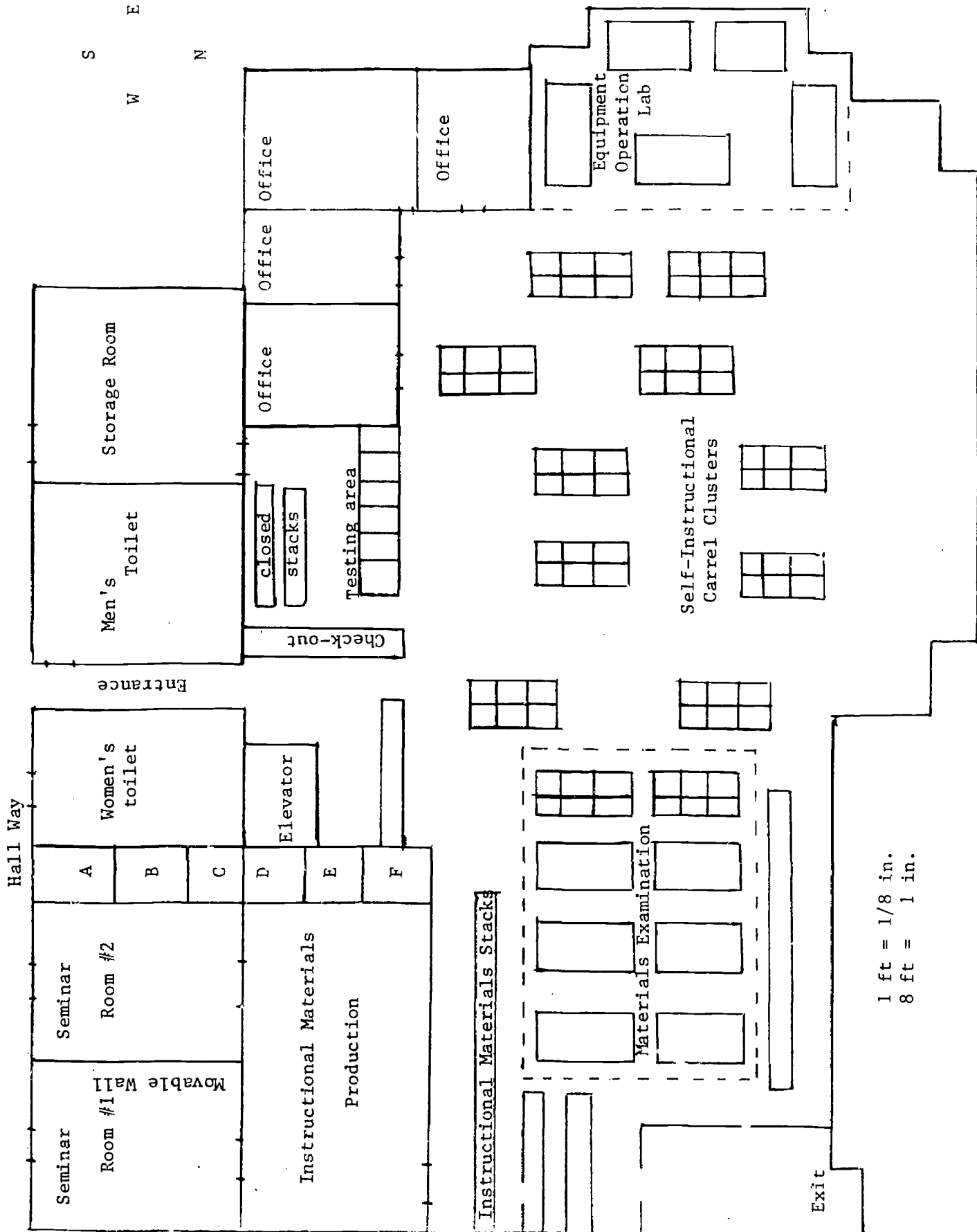
Table 7. Administrators ranking of possible locations for inservice activities in terms of the effectiveness of each (listed from most effectiveness to least effectiveness) by percent of respondents making each rating.

| LOCATION | EFFECTIVENESS | | | | |
|---|---------------|-----|-----|-----|--------------|
| | Most (1) | (2) | (3) | (4) | Least (5) |
| The school | 50 | 38 | .04 | .06 | .03 |
| Within the classroom | 35 | 35 | 10 | .08 | 12 |
| Central office | .08 | 15 | 32 | 27 | 18 |
| The University | .08 | .08 | 29 | 34 | 22 |
| A location that is neither within the school system nor at the University | .09 | .04 | 25 | 18 | 44 |
| | | | | | Mean |
| | | | | | 1.73 |
| | | | | | 2.28 |
| | | | | | 3.30 |
| | | | | | 3.55 |
| | | | | | 3.83 |

Table 8. Administrators evaluation of past inservice programs in which they were personally involved (listed from most valuable to least valuable) by percent of respondents making each evaluation.

| PROGRAM | EVALUATION | | | | Mean |
|---|------------------|-------------|-------------|-------------|------|
| | Excellent (1) | Good (2) | Fair (3) | Poor (4) | |
| On site work with a university professor (not a formal course) | 30 | 49 | 17 | 4 | 1.73 |
| Courses within your school system conducted by school system staff | 24 | 48 | 22 | 6 | 1.96 |
| Courses within your school system taught by university personnel | 25 | 43 | 23 | 8 | 1.98 |
| University courses taken at a university | 19 | 56 | 21 | 4 | 2.02 |

TEACHER CENTER AREA



College of Education
The University of Toledo
Toledo, Ohio 43606

EDUCATIONAL RENEWAL DISSEMINATION CONFERENCE

April 28, 1972

- 8:00 - 9:30 a.m. Registration (Snyder Memorial Building, Room 211)
- 9:00 - 9:45 a.m. The Present Concept and Situation of Educational Renewal and Teacher Centers.
George E. Dickson, Dean - College of Education
- 9:45 - 10:15 a.m. Surveys of Teacher and Administrator Needs.
William Wiersma, Director - Center for Educational Research and Service
- 10:15-11:30 a.m. Coffee Break
- 10:30-11:30 a.m. Panel on New Working Educational Relationships in the Broad Education Community.
Edward Nussel, Panel Chairman, Director - Foundations of Education
Jack Ahern, Associate Professor
Leo Leonard, Associate Professor
Hughes Moir, Associate Professor
George Cowdren, Principal - Smith Road Elementary School
Merrill Grant, Director - Elementary Education, Toledo Public Schools
Sister M. Johnene, S.N.D., Consultant Diocesan Schools
Laverne Weigle, Team Leader, Old Orchard School - Toledo
- 11:30-12:00 noon Open Discussion
- 12:00- 1:30 p.m. Lunch and Speech by Allen Schmieder, U.S. Office of Education (Student Union, North Lounge)
- 1:30 - 2:00 p.m. Delivery Systems--Center for Educational Research and Services and Other Networks.
Thomas Gibney, Director - Curriculum and Instruction
Edward Nussel, Director - Foundations of Education (Snyder Memorial Building, Room 211)

2:00 - 2:30 p.m. Discussion
2:30 Adjournment